

Design of Learning Implementation Guide for Writing Observation Report Text Based on Differentiation in Class VIII SMP Negeri 1 Telaga

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ABSTRACT

This research aims to describe the design and product of the learning implementation guide design for Writing Observation Report Text based on differentiation. The research method used is descriptive qualitative method. Data collection techniques through document studies and interviews. The data obtained were in the form of Indonesian language curriculum documents, teaching modules, and assessment models. The data were then analyzed using the level 1 R&D method. The results showed that the guide product consisted of three parts, namely part I introduction; part II learning implementation; and part III closing. Based on the results of expert validation conducted, it shows that the guide product prepared has met the criteria with the condition that there is a need for improvement. The guide product is expected to be used to facilitate teachers in designing differentiation-based Observation Report Text Writing learning.

INTRODUCTION

The design of a differentiated learning guide for teaching how to write observation reports is a guide designed to facilitate teachers in planning, implementing, and evaluating learning to achieve predetermined objectives based on the applicable curriculum. The learning guide serves as a reference in the implementation of the teaching and learning process in the classroom. The preparation of the guide should be based on the results of an analysis of student needs, the learning objectives to be achieved, and the subject matter to be delivered (Sudjana, 2005). Effective learning occurs when students are actively involved in the learning process and receive support appropriate to their level of development.

In the implementation of the Merdeka Curriculum, differentiated learning strategies play an important role because they are considered to increase student motivation. Differentiated learning is an approach to teaching that recognizes that each student has unique and diverse characteristics, so teachers can differentiate their teaching according to their learning needs and abilities. The main objective of differentiated learning is to meet the learning needs of students and ensure that each of them can achieve their respective learning potential. Differentiated learning provides opportunities for students to learn and understand the material according to their respective learning preferences, so that they do not feel pressured, bored, or fail in the learning process (Tomlinson, 2015).

As an educational institution, SMP Negeri 1 Telaga has a heterogeneous student body in terms of academic ability, social background, and learning needs. One of the subjects that applies differentiated learning strategies is Indonesian language. In teaching this subject, there are students who are quicker to understand the material, while others need more time because they are encountering the material for the first time. Some students find it easier and faster to understand the material through audio or direct explanations from the teacher, while others understand the material more quickly through group discussions or learning while moving/playing. Students have different learning speeds, interests, and learning styles, so instruction must be designed to accommodate the individual needs of students (Tomlinson, 2015). Individual differences in the speed of understanding and mastering the material are influenced by cognitive, emotional, and environmental factors.

In the context of the Indonesian language subject, particularly in writing skills, one of the materials taught to students in grade VIII is the Observation Report Text. According to data from interviews with Indonesian language teachers at SMP Negeri 1 Telaga, students experience difficulties in expressing their ideas, opinions, or feelings in writing when assigned to create an observation report. This is also due to teachers not mastering differentiated learning methods or strategies applied in the classroom. This problem requires teachers to focus more and make optimal efforts in designing innovative, effective, and student-centered learning strategies to ensure that learning objectives are achieved effectively.

However, many teachers face difficulties in designing such innovative learning strategies, primarily due to the lack of systematic guidelines outlining the steps to be taken, from before the lesson begins, during its implementation, to the evaluation stage. Based on these issues, this study aims to develop a guide for implementing learning, specifically for the material on Writing Observation Report Texts based on differentiation, to assist teachers in applying optimal learning.

LITERATURE REVIEW

Differentiated Learning in Observation Report Text Material

This study focuses on the implementation of differentiated learning in Observation Report Text material in grade X at Bali Mandara State Senior High School, discussing how the differentiated learning process is implemented, the obstacles encountered during the implementation process, and how students respond to this learning method. The purpose of this study is to describe the process of differentiated learning in writing observation report texts, from planning and implementation to assessment.

Differentiated Learning and Short Story Writing Creativity of Students in the First Cohort of the School Movement Program at the Junior High School Level in Probolinggo City

This study focuses on explaining the creative tendencies in short story writing by students of the first batch of the School Movement Program at the junior high school level in Probolinggo City when using a differentiated learning approach. The purpose of this study is to examine the impact or influence of differentiated learning on students' ability to generate story ideas, structure the plot, and use creative language in writing short stories. This study provides an overview of how effective differentiated learning is in improving students' ability to write short stories in the School Movement Program.

Implementation of Differentiated Learning in Indonesian Language Lessons at SMP 1 Kendal, Kendal Regency

This research focuses on mapping students' learning needs, implementing differentiated learning, reflection, and evaluation. This research aims to understand the characteristics and unique needs of each student based on their interests, learning readiness, and learning profiles so that they can be adjusted to the appropriate learning strategies. This research emphasizes the importance of evaluation and reflection in the teaching process.

METHODOLOGY

This research is a development study aimed at addressing problems and meeting field needs by developing a differentiated learning guide for writing observation report texts. The guide in question is a guide containing information related to the steps of planning, implementation, and evaluation of differentiated learning. This research was conducted at SMP Negeri 1 Telaga, Gorontalo Province, with teachers and students as the research subjects. To collect research

data, the researcher used document analysis and interviews to read various documents related to the research focus and interview teachers regarding issues in the field.

This research used a descriptive approach aimed at providing an overview or description of an object in the research that can be explained using words or numbers, with qualitative research used to identify problems or phenomena occurring at the research location based on the research focus. The data and data sources were Indonesian language subject curriculum documents, teaching modules, and assessment models obtained from Indonesian language teachers. The data collection techniques used were document analysis and interviews. The data was then analyzed using the R&D Level 1 method, which includes identifying potential issues and problems, collecting data, designing the product, revising the design, and expert validation (Sugiyono:2019).

RESEARCH RESULT

Design of a Guide for Teaching Writing Observation Reports Based on Differentiation in Grade VIII Junior High School

The design of the implementation guide for teaching writing observation report texts based on differentiation in eighth grade junior high school, as designed in this study, focuses on planning that refers to the Learning Outcomes (CP) and Learning Objectives (TP) of the observation report text material. The design of the implementation guide for writing observation report texts based on differentiation consists of 1) part I introduction, 2) part II implementation of learning, and 3) part conclusion. These three parts are presented in Figure 1.

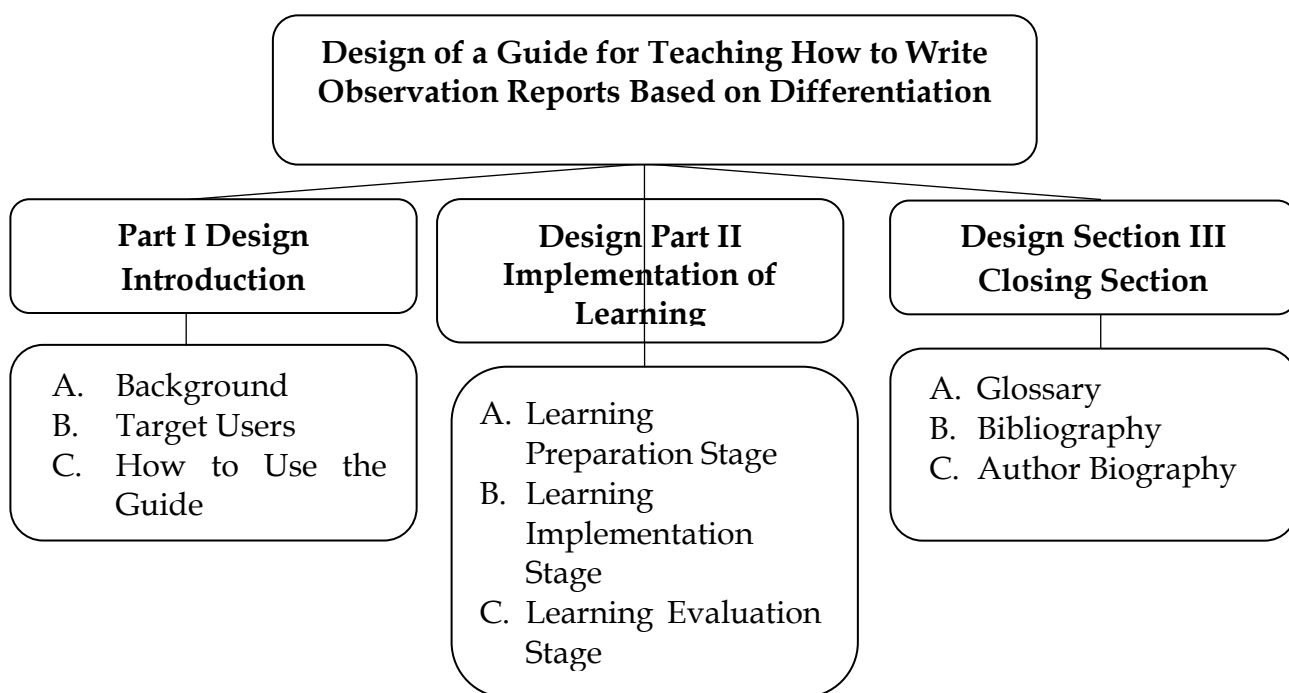


Figure 1 Design of the Implementation Guide for Teaching Observation Report Writing Based on Differentiation

The three sections are described in the following explanation:

1) Design of Section I Introduction

The design of the introduction consists of three parts, namely background, target users, and how to use the guide. The design of the introduction can be seen in Figure 2.

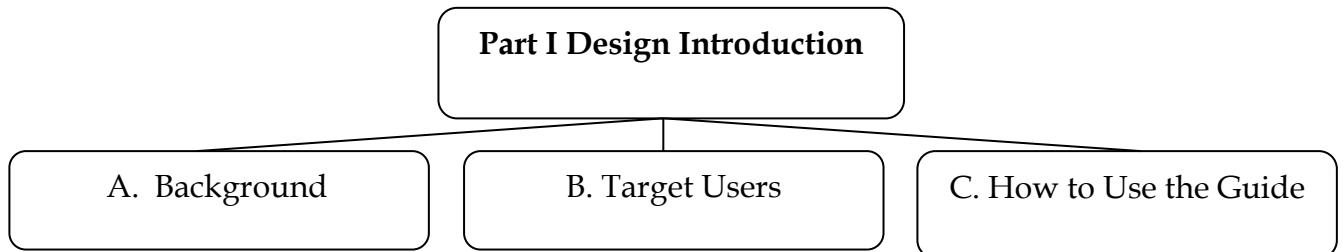


Figure 2 Design Part I Introduction

2) Design Part II Learning Implementation

The design of the implementation stage of differentiated learning to write observation report texts consists of three stages, namely the learning preparation stage, the learning implementation stage, and the learning evaluation stage. The design of the learning development and implementation stages can be seen in Figure 3.

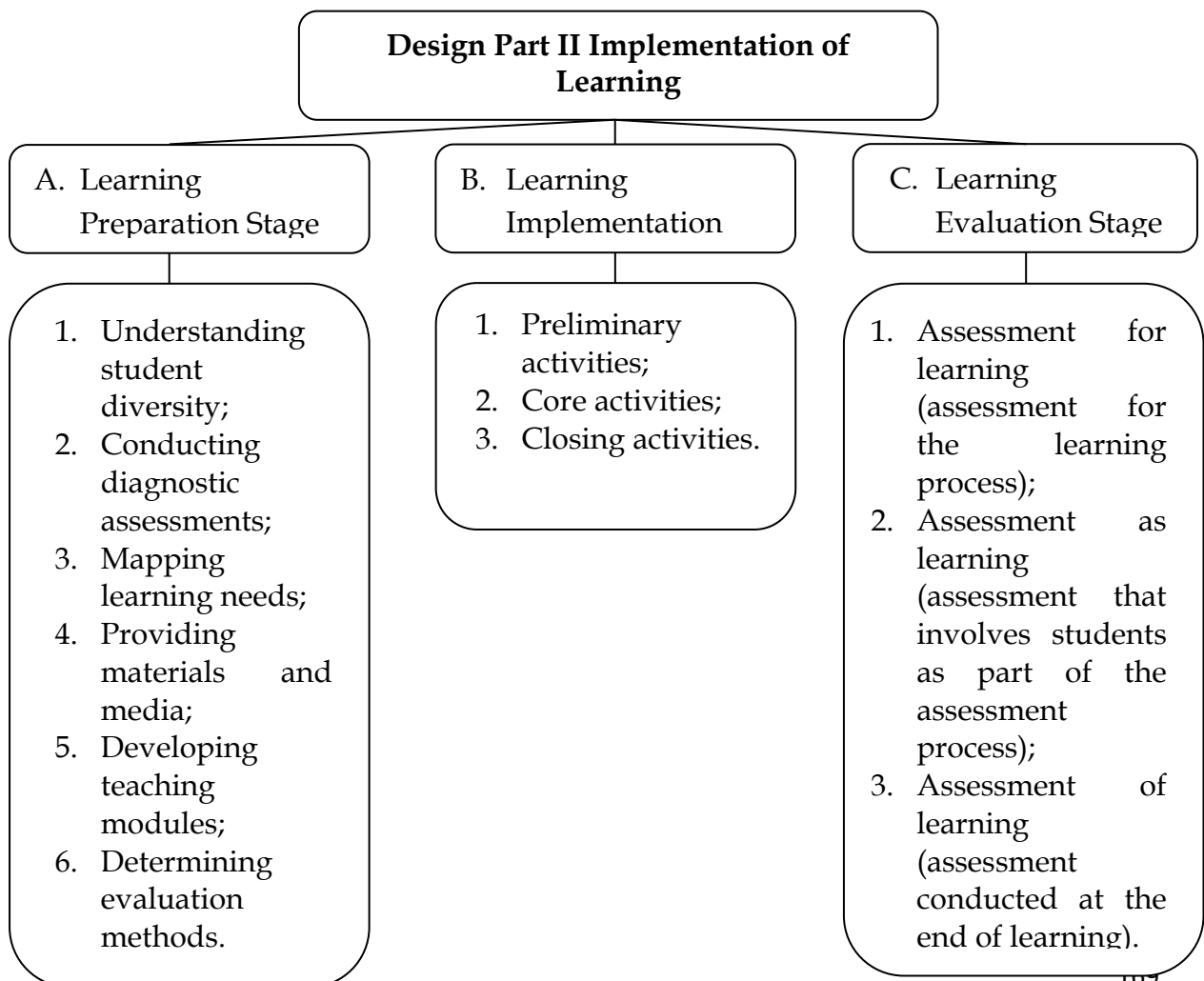


Figure 3 Part II Implementation of Learning

3) Design of Part III Conclusion

The design of Part III Conclusion consists of three main sections, namely a glossary, bibliography, and author's biography. These three sections can be seen in Figure 4.

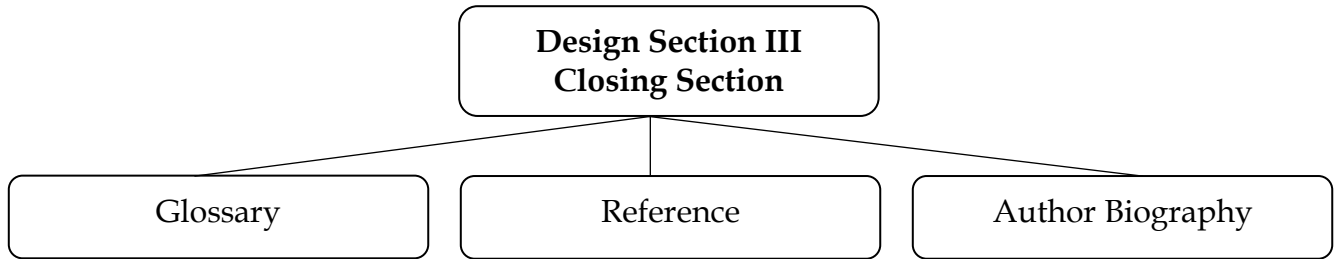


Figure 4 Design of the Evaluation Stage of Learning to Write Observation Report Texts Based on Differentiation

Product Guide for Implementing Learning to Write Observation Report Texts Based on Differentiation in Grade VIII Junior High School

The following presents the implementation guide for differentiated learning in writing observation report texts in Grade VIII of junior high school, which consists of three parts: Part I Introduction, Part II Implementation of Learning, and Part III Conclusion. These three aspects can be seen in Table 1 below.

Table 1 Implementation of Differentiated Learning in Writing Observation Report Texts in Grade VIII of Junior High School

<p>1. Part I Introduction</p> <p>A. Background</p> <p>This guide consists of three parts. Part I Introduction discusses the Background, Target Users, How to Use the Guide, and an introduction to the Concept of Differentiated Learning. Part II Implementation of Learning discusses the steps for learning to write observation report texts based on differentiation, which consists of the Preparation Stage, Development and Implementation Stage, and Learning Evaluation Stage. Part III Conclusion contains a summary of the entire guide and suggestions from readers that can be used as input for improving future research related to learning or curriculum.</p> <p>B. Target Users</p> <p>The target users of this guide are as follows:</p> <ol style="list-style-type: none"> For teachers, this guide to teaching differentiated observation report writing can be used as a reference in developing lesson plans and conducting classroom activities. For school principals, this guide serves as a guideline in carrying out their duties as learning leaders. School principals are expected to be able to set an example, encourage, and invite educators or teachers to work

together and innovate in order to create change that begins with teaching and learning activities in the classroom.

- c) As part of the learning community, this guide can be used as material for discussion, to inspire various ideas in learning, and so on.

C. How to Use the Guide

In order for learning activities to run well and in accordance with the learning theory used, teachers are expected to follow these instructions:

- a) Understand the basics of differentiated learning: before using this guide, teachers need to first understand what differentiated learning is.
- b) Study the learning objectives: teachers are advised to read and understand the learning objectives that have been set. These objectives are compiled based on government regulations.
- c) Follow the learning steps in sequence: in this activity, students are encouraged to actively search, observe, discuss, and compile reports on their observations.
- d) Use the recommended media and methods: teachers are expected to use the media, tools, and methods suggested in this guide. This is to adapt learning to the various learning styles of students, as explained in this guidebook.
- e) Adapt learning to the conditions of students: teachers can adapt activities and learning outcomes to the interests, readiness, and learning styles of students, provided that they are still in line with the learning objectives to be achieved.

2. Part II Implementation of Learning

1) Understanding Student Diversity

In order for learning to be more effective and inclusive, teachers need to understand student diversity by taking the following steps:

- a. Teachers observe student behavior, habits, and learning styles during the learning process.
- b. Teachers identify students' prior knowledge through classroom discussions and written tests conducted during the diagnostic assessment phase.
- c. Teachers identify whether students learn more effectively through images (visual), listening (auditory), or hands-on practice (kinesthetic).
- d. Teachers identify the family, social, and cultural backgrounds that may influence students' thinking and learning processes.
- e. Teachers discuss with the students' previous teachers to obtain data about the students.
- f. Teachers engage in positive interactions to understand the emotional needs and character of the students.

2) Conducting Diagnostic Assessments

After understanding the diversity of students, teachers can conduct diagnostic assessments aimed at understanding students' level of understanding of the material on Writing Observation Reports that will be studied and identifying their strengths and weaknesses in that material. The following are steps that teachers can take to conduct both cognitive and non-cognitive diagnostic assessments:

- a. Teachers determine the subject matter
- b. Teachers determine the assessment objectives
- c. Teachers create assessment questions.

3) Mapping Learners' Learning Needs

After teachers conduct a diagnostic assessment of learners' initial understanding, the next step is to map learners' learning needs, which are divided into two categories: based on learners' learning styles and based on learners' learning interests.

4) Providing Learning Materials and Media

At this stage, teachers need to ensure that the selected materials and media are relevant, valid, and appropriate for the students' learning needs, learning environment, and learning objectives. In addition, teachers are also expected to be able to adapt the learning media to the students' learning styles so that the learning process can run optimally. For learning with observation report texts on writing elements, teachers can refer to the materials listed in the Indonesian language textbook.

5) Developing Teaching Modules

In this guide, the author presents a lesson plan in the form of a teaching module based on the Learning Outcomes (CP) and Learning Objectives (TP) for writing observation report texts, accompanied by steps for developing a teaching module, such as a) understanding learning outcomes, b) formulating learning objectives, c) developing a sequence of learning objectives, and d) designing learning in the form of a teaching module.

6) Determining the Form of Learning Evaluation

Determining the form of learning evaluation means choosing a method to assess how well students understand the material taught. This can be done using various methods, such as exams, assignments, presentations, or projects. This evaluation helps teachers determine whether the learning objectives have been achieved and whether students need further assistance or not. There are two types of evaluations that teachers can conduct: formative learning evaluation and summative learning evaluation.

7) Learning Activity Stages

- a) Introductory Activities (10 Minutes)
 - Greetings
 - Greeting students

- Prayer
- Checking attendance
- Motivating students to achieve competencies and character in line with the Pancasila Student Profile, namely 1) faithful, devoted to God Almighty, and noble in character, 2) independent, 3) critical thinkers, 4) creative, 5) cooperative, and 6) globally diverse, which are among the standard graduation criteria in educational units
- Conducting an apersepsi
- Delivering learning materials and objectives
- Convey learning assessments.
-

b) Core Activities (90 Minutes)

Exploration of Material:

The teacher displays examples of report texts, then the students and teacher identify the structure and linguistic rules.

- The teacher explains how to write an Observation Report Text.
- Differentiation of Process and Content:
- Students sit in groups based on their learning styles or readiness (three groups, consisting of visual, auditory, and kinesthetic groups).
- Members of the visual group observe videos/images of the object to be observed. Members of the auditory group listen to/watch videos/recordings about an object to be observed. Kinesthetic group members conduct observations in the surrounding environment about the
- Each group discusses the topic, general description, and description of parts of the observed object.
- Each group compiles a framework for the observation report text consisting of a title, general description, description of parts, and conclusion.

Differentiation of Products:

Each group compiles a report on the observation results based on their learning style.

- The report on the observation results for the visual learners is presented in the form of a poster accompanied by pictures of the observation results.
- The report on the observation results for the auditory learners is presented in the form of a presentation.
- The observation report text product for the kinesthetic learner group is presented through direct action (e.g., demonstration of the observation process, drama, or practice) using the necessary props during observation in the surrounding environment.
- Each group provides feedback/corrections/evaluations on each other's products through an evaluation sheet.

c) Closing Activity (10 Minutes)

- a. Students and teachers summarize today's learning material.
- b. The teacher provides a differentiated evaluation.
- c. Students and teachers share their reflections.
- d. The teacher informs students about the learning activities to be conducted in the next session.
- e. The teacher concludes the learning activity by delivering a message and motivating students to remain enthusiastic about learning.
- f. The teacher closes the lesson with a prayer.

2) Stages of Learning Evaluation

a) Assessment for Learning

Assessment for learning is an assessment conducted for the learning process. Its main purpose is to monitor student progress, provide corrective feedback, and help teachers adjust their teaching strategies according to student needs.

b) Assessment as Learning

Assessment as learning is an evaluation that actively involves students in assessing, monitoring, and reflecting on their own learning process. Through this assessment, students learn to recognize their progress, difficulties, and effective learning methods for themselves.

c) Assessment of Learning

Assessment of learning is an evaluation conducted at the end of the learning process to determine the extent to which students have achieved the established competencies. The results of this assessment are typically used for final decisions, such as determining report card grades, graduation, or promotion to the next level.

3. Part III Conclusion

Part 3, the conclusion, is the final stage in the implementation guide for teaching how to write observation report texts based on differentiation. Part 3 consists of three sections: a glossary, a bibliography, and the author's biography.

Expert Validation Results

To ensure the accuracy and suitability of the research instruments used, a validation process involving experts in related fields was conducted. This validation process aimed to evaluate the content, structure, and alignment of the instruments with the research objectives. The expert validation results for the draft guide on implementing differentiated learning to write observation report texts were provided by three experts, namely a subject matter expert, an expert on differentiated learning strategies, and a language presentation expert. The three expert validation results are described in the following section.

1) *Subject Matter Expert Validation*

Expert material validation is a review process conducted by an expert in the field of learning to ensure that the content of the Writing Observation Report Text developed is aligned with learning objectives, relevant to students' needs, and meets established content standards. Additionally, expert material validation helps identify weaknesses, inaccuracies, or aspects that need improvement.

2) *Differentiation-Based Learning Strategy Systematics Expert Validation*

Differentiation-based learning strategy systematics expert validation is an assessment process conducted by an expert in the field of education to assess the accuracy, suitability, and feasibility of the learning strategy systematics that have been developed. In addition, expert validation of the systematics of differentiated learning strategies plays a role in identifying weaknesses, inconsistencies, and aspects that need to be improved in the systematics of learning strategy development.

3) *Expert Validation of Language Presentation*

Expert validation of language presentation is an important stage in the validation process of the design of the implementation guide for differentiated learning in Writing Observation Report Texts. This validation focuses on reviewing linguistic elements, including the accuracy of spelling, the fluency and effectiveness of sentences, the accuracy of word choice, the clarity of meaning and terminology, and the coherence of sentences between paragraphs. This review is conducted to ensure that the language used meets the standards of good and correct Indonesian and is communicative for users.

DISCUSSION

Based on the research data above, the design of the implementation guide for teaching Observation Report Writing based on differentiation consists of three main parts, namely Part I Introduction, Part II Implementation of Learning, and Part III Conclusion. Part I, the introduction, includes the background of the guide's development, the target users, and how to use the guide to ensure effective learning implementation. Part II, the learning implementation, covers the preparation stage, the implementation stage, and the evaluation stage, which include the application of various methods, media, strategies, and evaluation instruments in accordance with the principles of differentiated learning. The learning preparation stage includes 1) understanding the diversity of students, 2) conducting diagnostic assessments, 3) mapping students' learning needs, 4) providing learning materials and media, 5) developing teaching modules, and 5) determining the form of learning evaluation. The learning implementation stage consists of three activities: introductory activities, core activities, and closing activities. Meanwhile, the evaluation stage in this guide includes three types of assessments: assessment for learning (assessment during the learning process to monitor student progress), assessment as learning (assessment that involves students in evaluating their own learning process), and assessment of learning (assessment of learning outcomes conducted at the end of the learning process).

Furthermore, Part III, the conclusion, contains a glossary explaining important terms in the guide, a bibliography listing reference sources, and the author's biography as the guide's compiler. This stage is an initial and important step that teachers must not overlook, as implementing learning requires a structured and relevant plan to ensure learning is directed toward achieving the intended objectives. This aligns with what Rasyid et al. (2022), who state that a professional educator will strive to the best of their ability to ensure that the learning process they implement achieves optimal results. One effort that can support this success is to always prepare a lesson plan before teaching activities take place. In general, lesson planning serves as a guide and direction for the activities of teachers and students during the teaching and learning process.

Based on the results of the systematic and structured design of the differentiated learning plan for writing observation report texts outlined above, this section provides an explanation of the results of the design, which in this case is presented in the form of a guidebook. The product referred to in this study is a guidebook containing well-organized information and instructions. The first point is designed to clarify the purpose of developing the guidebook, from the background of its development to how to use the guidebook, as explained by Tomlinson (2015), that a guidebook serves as a systematic provider of information, helps users understand specific concepts or procedures, and minimizes the likelihood of errors in its use. The second point is Section II on the implementation of learning, which includes the stages of learning preparation accompanied by implementation steps, as well as the stages of learning evaluation. The third point is Section III, the conclusion. This section contains three main components: a glossary, a bibliography, and the author's biography. These three components are presented to provide additional information to readers, clarify the references used, and formally introduce the author to the reading public. Essentially, the learning guide serves as a reference for teachers in designing, implementing, and assessing the learning process that focuses on the needs of students. This guide serves as a tool to ensure that teaching and learning activities are conducted optimally, structured, and aligned with the needs of the students. This is in line with Sanjaya's (2015) opinion that a learning guide is a written document containing learning activity plans, including objectives, teaching materials, methods used, and assessment procedures, which are designed in a structured manner to help educators carry out the learning process effectively and purposefully.

Based on the validation results conducted by subject matter experts, experts in differentiated learning strategy systematics, and language presentation experts, the differentiated learning implementation guide for writing observation report texts in Grade VIII at SMP Negeri 1 Telaga is deemed suitable for use, provided revisions are made. The revisions include improvements to the differentiated assessment aspects in the learning materials and strategies, corrections to punctuation errors, and replacing terms that are not understood with more appropriate and easily understood terms for junior high school students. Overall, this guide has met the criteria for content suitability, systematic learning strategies, and language presentation in accordance with good and

correct linguistic rules, so it can be used as an effective and applicable learning tool after revisions are made in accordance with the suggestions and input from the validators. This aligns with Sugiyono's (2019) view that expert validation is a process of assessment conducted to evaluate the suitability of instruments, media, or products developed before their broader use, through evaluation and feedback from experts in their respective fields of expertise.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study shows that this learning guide consists of three main parts, namely Part I Introduction, Part II Implementation of Learning, and Part III Conclusion, which includes a glossary, bibliography, and author's biography. Based on the results of expert validation of the produced guidebook, it is evident that this guidebook meets the criteria for content suitability, systematic implementation of differentiated learning strategies, and language presentation in accordance with proper linguistic standards. Therefore, it can be used as an effective and practical learning tool after revisions are made based on the suggestions and feedback from the validators. Therefore, this guidebook is expected to serve as a reference for teachers to make learning more effective and aligned with students' needs. By implementing differentiated learning, teachers can adjust teaching strategies based on students' interests, abilities, and learning styles. This will help students better understand the material and improve their skills in writing observation report texts.

ADVANCED RESEARCH

Every study has limitations, and this study is no exception. Therefore, further research is needed to expand the scope of the study by involving more schools to obtain more varied results. Additionally, the research could focus on the effectiveness of differentiation strategies in learning, thereby providing new innovations to enhance students' skills. Teachers can also continue to explore various methods that make learning more enjoyable and interactive in line with the principles of differentiated learning.

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